



AYP Summary

PORTALES MUNICIPAL SCHOOLS

Improvement Status: CA-delay

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	7	100
Schools in Improvement	0	0
Schools in Corrective Action	1	14
Schools in Restructuring	6	85

Report Contents

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Definitions and Abbreviations

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English language learner; assessments include students who exited ELL status the first and second years

FRL: Free or Reduced Lunch; qualifies the student as economically disadvantaged

SWD: Students with disabilities; does not include special education students who are gifted

High Poverty Schools: Schools with the most students eligible for FRL (top 25%)

Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary & Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2009-2010, but that were derived from the achievement of students in the 2008-2009 school year.

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments
- b) Reach targets for proficiency or reduce non-proficiency
- c) Reach targets for attendance in elementary and middle schools and graduation for high schools.

Who has to meet AYP?

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

Student Demographics				
	PORTALES MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	1,370	48.9	160,866	47.0
Male	1,429	51.1	169,312	49.5
Caucasian	1,172	41.9	95,406	27.9
African-American	59	2.1	8,670	2.5
Hispanic	1,530	54.7	185,147	54.1
Asian/Pacific Islander	9	0.3	4,506	1.3
American Indian	29	1.0	36,449	10.7
English Language Learners	181	6.5	55,866	16.3
Students with Disabilities	436	15.6	45,346	13.3
Free/Reduced Lunch Program	1,779	63.6	203,946	59.6
Migrant	52	1.9	575	0.2

Source: STARS 40th day submission to Public Education Department.

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
BROWN ELEMENTARY	Not Met	R-1	JAMES ELEMENTARY	Not Met	R-2
LINDSEY ELEMENTARY	Met	CA-delay	PORTALES HIGH	Not Met	R-1
PORTALES JR HIGH	Not Met	R-2	STEINER ELEMENTARY	Not Met	R-2
VALENCIA ELEMENTARY	Not Met	R-1			

AYP by Subgroup

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	54.3	67.3	52.6	46.4	<>	50.0	45.8	18.0	14.0
Districtwide-Grades 6-8	Reading Proficiency	57	62.0	72.8	40.0	54.8	<>	<>	54.3	43.0	21.0
Districtwide-Grade 11	Reading Proficiency	60	65.3	76.6	<>	50.0	<>	<>	52.1	<>	0
JAMES ELEMENTARY	Reading Proficiency	63	50.8	68.5	<>	40.0	<>	<>	42.2	10.5	18.2
LINDSEY ELEMENTARY	Reading Proficiency	57	59.0	63.8	<>	56.7	<>	<>	54.3	34.6	14.3
PORTALES HIGH	Reading Proficiency	60	65.3	76.6	<>	50.0	<>	<>	52.1	<>	0
PORTALES JR HIGH	Reading Proficiency	60	63.6	76.2	<>	53.7	<>	<>	54.4	47.2	26.5
VALENCIA ELEMENTARY	Reading Proficiency	63	56.2	66.7	<>	49.8	<>	<>	48.1	21.4	11.1
Districtwide-Grades 3-5	Math Proficiency	50	40.1	52.6	26.3	32.2	<>	60.0	32.3	16.4	15.1
Districtwide-Grades 6-8	Math Proficiency	41	38.3	52.4	0	29.3	<>	<>	30.9	22.5	8.1
Districtwide-Grade 11	Math Proficiency	46	45.8	59.7	<>	28.1	<>	<>	33.8	<>	0
JAMES ELEMENTARY	Math Proficiency	50	40.3	47.2	<>	36.7	<>	<>	33.2	42.1	20.9
LINDSEY ELEMENTARY	Math Proficiency	41	37.0	46.4	<>	31.9	<>	<>	32.7	14.8	7.1
PORTALES HIGH	Math Proficiency	46	45.8	59.7	<>	28.1	<>	<>	33.8	<>	0
PORTALES JR HIGH	Math Proficiency	41	39.0	54.7	<>	27.6	<>	<>	29.8	26.4	8.8
VALENCIA ELEMENTARY	Math Proficiency	50	40.0	55.6	<>	29.7	<>	<>	31.8	4.8	11.1
Districtwide-Grades 3-5	Attendance Rate	92	94.7	94.8	96.2	94.6	98.3	95.3	94.5	96.1	91.7
Districtwide-Grades 6-8	Attendance Rate	92	94.7	94.8	96.2	94.6	98.3	95.3	94.5	96.1	91.7
JAMES ELEMENTARY	Attendance Rate	92	94.6	94.6	95.8	94.4	97.0	98.3	94.5	96.1	92.9
LINDSEY ELEMENTARY	Attendance Rate	92	94.4	95.0	90.6	94.2	98.3	95.5	94.1	96.0	92.0
PORTALES JR HIGH	Attendance Rate	92	94.9	94.7	98.7	95.0	<>	95.1	94.7	96.1	91.5
VALENCIA ELEMENTARY	Attendance Rate	92	94.2	94.1	94.2	94.2	98.3	94.5	93.9	95.0	94.0
All Students	Graduation Rate	52	78.4	82.2	<>	72.5	<>	<>	82.6	96.8	71.4
PORTALES HIGH	Graduation Rate	52	80.0	83.1	<>	75.1	<>	<>	82.4	96.8	73.5

National Assessment of Educational Progress (NAEP) Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0

8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
	White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

** NAEP does not accommodate students with severe disabilities.
Participation in NAEP is not mandatory.

Assessment Summary by Grade

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2009. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

3rd Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	121	9	49	28	12	100	121	4	41	49	4	100	121	9	66	20	2	
Male	99	123	6	35	34	21	99	122	2	31	57	7	100	119	7	68	21	2	
Caucasian	100	89	17	50	16	14	100	89	10	37	48	4	100	88	19	65	12	2	
Black	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Hispanic	99	140	2	37	38	20	99	139	0	36	55	7	100	137	2	66	27	2	
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Am Ind	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
ELL	100	19	0	10	73	15	100	19	0	42	47	10	100	19	0	26	63	10	
FRL	99	185	3	38	35	21	99	184	0	32	58	7	100	181	3	67	25	3	
SWD	100	44	4	13	40	40	100	43	0	20	65	13	100	43	0	51	39	9	
Migrant	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	
All 2008-09	99	244	8	42	31	17	99	243	3	36	53	5	100	240	8	67	21	2	
All 2007-08	100	223	10	51	26	12	100	223	1	37	52	8	99	223	8	68	21	1	
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0	
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

4th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	99	108	11	43	32	12	100	108	3	37	50	8	100	108	1	48	46	3	
Male	100	115	7	39	36	16	100	115	6	26	54	12	99	114	0	50	42	4	
Caucasian	100	78	16	42	30	10	100	78	6	46	39	7	100	77	3	63	29	2	
Black	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	
Hispanic	99	134	5	39	35	17	100	134	4	23	59	12	99	134	0	41	52	5	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	100	21	0	19	57	23	100	21	0	0	85	14	100	21	0	14	76	9	
FRL	99	160	5	39	36	18	100	160	3	28	55	13	99	159	0	42	51	5	
SWD	100	31	3	9	25	61	100	31	0	9	41	48	100	31	0	25	54	19	
Migrant	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
All 2008-09	99	223	9	41	34	14	100	223	5	31	52	10	99	222	1	49	44	4	
All 2007-08	99	219	7	42	35	13	99	219	5	34	52	6	99	219	1	46	49	2	
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3	
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

5th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	106	17	55	20	5	100	106	12	38	43	5	98	106	7	50	35	3
Male	100	109	13	36	35	13	100	109	6	29	49	14	99	109	8	42	45	2
Caucasian	100	84	26	47	20	5	100	84	19	39	34	7	100	84	14	54	28	2
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	100	125	9	44	33	12	100	125	3	28	56	12	97	125	4	40	49	3
Asian	<>						<>						<>					
Am Ind	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
ELL	100	21	0	23	42	33	100	21	0	9	66	23	100	21	0	23	66	9
FRL	100	148	6	45	35	12	100	148	4	28	54	12	98	148	2	41	50	3
SWD	100	32	6	3	46	43	100	32	3	9	37	50	96	32	3	12	62	18
Migrant	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
All 2008-09	100	215	15	46	28	9	100	215	9	33	46	10	98	215	7	46	40	3
All 2007-08	100	212	11	46	33	8	100	212	10	39	41	8	100	212	5	47	41	5
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

6th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	104	15	48	33	2	100	104	6	28	58	5	100	104	6	40	50	1
Male	100	106	9	45	33	11	100	107	3	34	53	8	99	107	6	48	35	8
Caucasian	100	69	14	49	33	2	100	69	8	37	52	1	98	69	13	47	36	1
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Hispanic	100	134	11	45	34	8	100	135	3	28	58	9	100	135	3	42	46	7
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
ELL	100	26	7	26	50	15	100	27	3	11	77	7	100	27	3	18	59	18
FRL	100	164	9	45	36	9	100	165	3	29	58	9	99	165	3	41	47	6
SWD	100	28	7	7	39	46	100	28	0	7	53	39	96	28	0	17	50	28
Migrant	<>	6	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
All 2008-09	100	210	12	46	33	7	100	211	5	31	55	7	99	211	6	44	43	5
All 2007-08	99	207	4	40	43	11	100	207	6	28	53	11	99	207	6	36	51	5
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	104	11	52	27	7	100	104	11	29	46	12	100	104	2	36	52	7
Male	100	103	2	56	31	9	100	103	7	27	51	13	100	103	2	45	40	10
Caucasian	100	89	11	62	20	5	100	89	14	40	34	10	100	89	5	57	29	7
Black	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Hispanic	100	112	4	49	34	11	100	112	6	20	58	15	100	112	0	29	59	9
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	100	35	0	57	25	17	100	35	0	28	54	17	100	35	0	28	60	11
FRL	100	142	2	50	36	10	100	142	4	23	54	16	100	142	0	30	57	11
SWD	100	17	5	23	17	52	100	17	11	5	29	52	100	17	5	17	35	41
Migrant	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
All 2008-09	100	207	7	54	29	8	100	207	9	28	48	13	100	207	2	41	46	9
All 2007-08	97	210	5	49	32	10	99	210	6	33	47	11	99	210	3	38	47	10
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	99	104	5	61	26	4	99	103	8	28	59	2	99	103	0	28	61	9
Male	98	98	5	58	27	8	98	98	5	37	50	6	97	98	0	32	53	12
Caucasian	98	92	7	70	17	3	98	92	13	41	42	2	98	92	0	46	47	4
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Hispanic	99	106	2	50	35	9	99	105	1	26	63	6	98	105	0	15	66	16
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	100	18	0	27	66	5	100	18	0	22	72	5	100	18	0	16	55	27
FRL	100	121	1	54	33	9	100	120	2	29	60	7	100	120	0	19	63	17
SWD	94	17	0	23	29	41	94	17	0	0	64	29	94	17	0	0	58	35
Migrant	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
All 2008-09	99	202	5	59	27	6	99	201	6	32	54	4	98	201	0	30	57	10
All 2007-08	96	213	4	54	31	6	99	213	2	29	53	14	99	213	0	21	60	16
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

11th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	81	4	61	27	6	100	81	6	37	40	16	100	80	1	40	52	6
Male	100	63	9	53	28	7	98	63	19	30	30	19	100	63	3	50	38	7
Caucasian	100	77	10	66	20	2	100	77	20	38	27	12	100	77	2	63	31	2
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	64	3	46	37	12	98	64	1	26	46	23	100	63	1	19	66	12
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
FRL	100	71	0	52	35	12	100	71	2	30	40	25	100	70	0	25	61	12
SWD	100	14	0	0	35	64	100	14	0	0	14	85	100	14	0	0	50	50
Migrant	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
All 2008-09	100	144	6	58	27	6	99	144	11	34	36	17	100	143	2	44	46	6
All 2007-08	96	130	3	43	39	11	97	130	11	26	38	20	96	128	0	34	56	5
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
Direct Instruction	12,487,109	60
Instructional Support Services	8,379,110	40
Students	1,890,205	9
Instruction	440,316	2
General Administration	451,138	2
School Administration	1,768,840	8
Central Services	852,973	4
Operations & Maintenance	2,963,819	14
Student Transportation	200	<1
Other	11,619	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	20,866,219	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Member	Points
David Brooks	17
Dr. Alan Garrett	30
Inez Rodriguez	26
Mary Lou Rowley	10
Rod Savage	9

Source: 2008-09 New Mexico School Board Association Annual Report.

Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	198	73.2	26.8	1.4
BROWN ELEMENTARY	25	88.0	12.0	0.0
JAMES ELEMENTARY	34	61.8	38.2	0.0
LINDSEY ELEMENTARY	15	73.3	26.7	0.0
PORTALES HIGH	47	70.2	29.8	0.0
PORTALES JR HIGH	28	82.1	17.9	5.0
STEINER ELEMENTARY	20	85.0	15.0	0.0
VALENCIA ELEMENTARY	29	62.1	37.9	0.0

Teacher totals may differ because of district assignments.

NDA = No data available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
BROWN ELEMENTARY	125	1	60.8	36.8	0.8	0	0.8	0.8
BROWN ELEMENTARY	125	2	64	33.6	1.6	0	0	0.8
BROWN ELEMENTARY	125	3	63.2	36	0	0	0.8	0
BROWN ELEMENTARY	125	4	58.4	40	0.8	0	0.8	0
BROWN ELEMENTARY	125	5	43.2	40	3.2	0	12.8	0.8
BROWN ELEMENTARY	125	6	59.2	36.8	0.8	0	2.4	0.8
BROWN ELEMENTARY	125	7	42.4	36	3.2	0	11.2	7.2
BROWN ELEMENTARY	125	8	72	26.4	0	0	1.6	0
BROWN ELEMENTARY	125	9	58.4	38.4	0.8	0	2.4	0
BROWN ELEMENTARY	125	10	50.4	40	4.8	0.8	0.8	3.2
Districtwide	1039	1	40.3	55	1.2	0	2.2	1.2
Districtwide	1039	2	37.5	52	4.8	1	3.3	1.3

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	1039	3	42.2	53.4	1.9	0.1	1.9	0.4
Districtwide	1039	4	44.1	49.9	2.8	0.6	1.2	1.3
Districtwide	1039	5	33.7	50.6	2.9	0.1	11.4	1.2
Districtwide	1039	6	40	52.3	2.2	0.2	3.5	1.7
Districtwide	1039	7	29.1	48	8.9	0.9	8.2	4.9
Districtwide	1039	8	54.5	43.5	1	0.2	0.5	0.3
Districtwide	1039	9	39.8	54.4	1.6	0.2	3.4	0.6
Districtwide	1039	10	41.1	52.1	3.8	0.9	0.8	1.3
JAMES ELEMENTARY	194	1	43.8	51	0	0	4.6	0.5
JAMES ELEMENTARY	194	2	36.1	55.7	3.6	1	3.1	0.5
JAMES ELEMENTARY	194	3	39.7	56.2	0	0.5	3.1	0.5
JAMES ELEMENTARY	194	4	47.4	47.9	1.5	0.5	0.5	2.1
JAMES ELEMENTARY	194	5	35	48.5	3.1	0.5	12.9	0
JAMES ELEMENTARY	194	6	42.8	51	1	1	3.6	0.5
JAMES ELEMENTARY	194	7	26.8	44.8	13.4	1	8.2	5.7
JAMES ELEMENTARY	194	8	59.3	38.1	2.1	0	0	0.5
JAMES ELEMENTARY	194	9	42.3	50.5	1.5	0	4.6	1
JAMES ELEMENTARY	194	10	42.3	53.6	3.1	0	0	1
LINDSEY ELEMENTARY	144	1	29.9	63.9	2.1	0	2.8	1.4
LINDSEY ELEMENTARY	144	2	18	51.4	16	4.9	6.9	2.8
LINDSEY ELEMENTARY	144	3	29.9	63.2	2.8	0	3.5	0.7
LINDSEY ELEMENTARY	144	4	31.9	54.9	4.2	0.7	4.2	4.2
LINDSEY ELEMENTARY	144	5	27.1	51.4	5.6	0	13.9	2.1
LINDSEY ELEMENTARY	144	6	27.8	61.8	1.4	0	5.6	3.5
LINDSEY ELEMENTARY	144	7	22.2	54.2	10.4	0	9	4.2
LINDSEY ELEMENTARY	144	8	34	61.1	3.5	0	1.4	0
LINDSEY ELEMENTARY	144	9	27.1	63.2	3.5	0	6.2	0
LINDSEY ELEMENTARY	144	10	33.3	59	5.6	0.7	1.4	0
PORTALES HIGH	89	1	29.2	61.8	3.4	0	3.4	2.2
PORTALES HIGH	89	2	23.6	70.8	1.1	1.1	2.2	1.1
PORTALES HIGH	89	3	30.3	61.8	6.7	0	0	1.1
PORTALES HIGH	89	4	33.7	53.9	6.7	3.4	1.1	1.1
PORTALES HIGH	89	5	33.7	59.6	1.1	0	4.5	1.1
PORTALES HIGH	89	6	30.3	55.1	7.9	0	5.6	1.1
PORTALES HIGH	89	7	32.6	60.7	4.5	0	1.1	1.1
PORTALES HIGH	89	8	33.7	64	0	2.2	0	0
PORTALES HIGH	89	9	30.3	59.6	2.2	1.1	4.5	2.2
PORTALES HIGH	89	10	41.6	50.6	4.5	2.2	0	1.1
PORTALES JR HIGH	40	1	30	67.5	2.5	0	0	0
PORTALES JR HIGH	40	2	45	52.5	0	0	2.5	0
PORTALES JR HIGH	40	3	37.5	60	0	0	2.5	0
PORTALES JR HIGH	40	4	42.5	50	5	0	0	2.5
PORTALES JR HIGH	40	5	47.5	45	2.5	0	5	0
PORTALES JR HIGH	40	6	30	62.5	2.5	0	2.5	2.5
PORTALES JR HIGH	40	7	32.5	67.5	0	0	0	0
PORTALES JR HIGH	40	8	50	50	0	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
PORTALES JR HIGH	40	9	40	60	0	0	0	0
PORTALES JR HIGH	40	10	42.5	57.5	0	0	0	0
STEINER ELEMENTARY	192	1	41.7	54.7	1	0	0.5	2.1
STEINER ELEMENTARY	192	2	29.2	55.2	7.3	0.5	5.7	2.1
STEINER ELEMENTARY	192	3	47.4	47.4	2.6	0	2.6	0
STEINER ELEMENTARY	192	4	52.1	44.8	2.1	0	1	0
STEINER ELEMENTARY	192	5	28.1	52.1	1.6	0	16.7	1.6
STEINER ELEMENTARY	192	6	41.1	53.1	1	0	3.6	1
STEINER ELEMENTARY	192	7	30.7	45.8	6.8	1	9.9	5.7
STEINER ELEMENTARY	192	8	62.5	36.5	0	0	0.5	0.5
STEINER ELEMENTARY	192	9	41.7	54.2	1	0	2.6	0.5
STEINER ELEMENTARY	192	10	38	53.1	4.7	1	1.6	1.6
VALENCIA ELEMENTARY	255	1	38	57.6	1.2	0	2	1.2
VALENCIA ELEMENTARY	255	2	46.7	49.4	1.2	0	1.6	1.2
VALENCIA ELEMENTARY	255	3	42	54.9	2	0	0.8	0.4
VALENCIA ELEMENTARY	255	4	39.2	56.1	2.7	0.4	0.8	0.8
VALENCIA ELEMENTARY	255	5	33.7	53.7	2.7	0	7.8	2
VALENCIA ELEMENTARY	255	6	39.6	52.2	3.1	0	2.3	2.7
VALENCIA ELEMENTARY	255	7	25.1	47	12.1	2	8.6	5.1
VALENCIA ELEMENTARY	255	8	55.7	43.1	0.8	0	0	0.4
VALENCIA ELEMENTARY	255	9	38	57.6	1.6	0.4	2	0.4
VALENCIA ELEMENTARY	255	10	42	51.8	2.7	1.2	0.8	1.6
(blank) = No data available								